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ABSTRACT

This module on theories in curriculum development is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, two lessons are presented: (1) curriculum theories and (2) forces influencing development of vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

F-1

THEORIES IN CURRICULUM DEVELOPMENT

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Category F:

STAGES AND STRUCTURE OF CURRICULUM DEVELOPMENT

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community resources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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THEORIES IN CURRICULUM DEVELOPMENT

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a vocational education teacher will be able to:

(1) Review curriculum development theories as they affect vocational education.

(2) Investigate forces which influence curriculum decisions.

Module Overview

The purpose of this module is to help the vocational education student determine what is meant by curriculum theory and how the major curriculum theories may be used to develop a vocational education curriculum. Secondly, the student will identify the social, economical, and political forces that affect vocational education.

George Beauchamp in Curriculum Theory states that curriculum theories have three sub-theories: design theories, procedure theories, and content theories. Further, Beauchamp specifies that a theorist must identify the important concepts in his field.

The key relationships to be described in the concept of curriculum are those dealing with relationships between goals and subject matter, between school organization and scope and sequence, or between subjects and overall design.

In addition, social, economic, and political forces affect all educational programs. A brief review of various time periods in our history will give some insight into the role of these forces.

The following lessons have been included in this module:

(1) Curriculum Theories

(2) Forces Influencing Development of Vocational Education Curriculum

Resource Materials for Completing the Activities in this Module

American Vocational Journal. LI, No. 8, November, 1976.

Barlow, Melvin L. History of Industrial Education in the United States. Peoria, Illinois: Charles A. Bennett Co., 1967.

Beauchamp, George A. Curriculum Theory. (2nd ed.) Wilmette, Illinois: The Kagg Press, 1968.

Davis, O. L. (ed.). Perspectives on Curriculum Development 1776-1976. Washington, D. C.: Association for Supervision and Curriculum Development, 1976.

Dewey, J. Experience and Education. New York: Macmillan, 1938.

Firth, Gerald R., Richard D. Kimpston. The Curricular Continuum in Perspective. Itasca, Illinois: F. E. Peacock Publishers, 1973.

Harmen, Merrill; Howard Kirschenbaum; and Sidney, Simon. Clarifying Values Through Subject Matter. Minneapolis: Winston Press, 1973.

Herrick, Virgil E., Ralph W. Tyler (eds.). Toward Improved Curriculum Theory, Supplementary Educational Monograph, No. 71. Chicago: University Chicago Press, 1950.

Keller, Charles R. "Humanizing Education," Humanizing the School. National Association of Secondary School Principals. Bulletin No. 361. 17-24. (February) 1972.

Lyons, Harold C., Jr. Learning to Feel - Feeling to Learn. Columbus, Ohio: Charles E. Merrill, 1971.

Pinar, William. Curriculum Theorizing. Berkeley, California: McCutchan Publishing Corporation, 1975.

Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace, and World, 1962.

Tanner, D, and L. Tanner. Curriculum Development Theory into Practice. New York: Macmillan, 1975.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

THOERIES IN CURRICULUM DEVELOPMENT

Lesson One: Curriculum Theories

Objective

Upon the satisfactory completion of this lesson, the student will (1) have a working knowledge of the major curriculum theories used in the development of vocational education curriculum, and (2) then be able to illustrate how the structure of his/her area of specialty lends itself to one or more of the major theories of curriculum.

Overview

The main purpose of curriculum theory according to Klausmeier (1961) is to summarize relationships among a large amount of empirical information, concepts, and generalizations.

Beauchamp in Curriculum Theory, 1968, defines a curriculum theory as a "set of related statements that gives meaning to a school's curriculum by pointing up the relationsnip among its elements and by directing its development, its use, and its evaluation."

Beauchamp further identifies six components of curriculum as a field of study: subject matters, curriculm design, curriculum engineering, evaluation and research, and theory building.

The following persons use a philosophical approach in curriculum theory development: Dewey (1938), Tyler, Taba, Bloom, Krathwohl, Mager, Gagne, Brameld, and Broudy as well as many others. Models and techniques of evaluation have been developed by Tyler, Gagne and Scriven, Stake, Stufflebeam.

Another group bases its curriculum theory on behavioral science. Among these theorists are Goodlad, Passow and Leeper, Tyler, Taba, Thorndike, Saylor and Alexander Bruner, Piaget, Bloom, Block, and MacDonald.

Another group is described by Pinar in Curriculum Theorizing, 1975, as "...the reconceptualists [who] tend to concern themselves with the internal and existential experiences of the public world. They tend to study, not 'change in behavior' or 'decision making in the classroom,' but matters of temporality, transcendence, consciousness, and politics. In brief, the reconceptualist attempts to understand the nature of educational experiences."

Suggested Activities

(1) Read Herrick's, Toward Improved Curriculum Theory, 118-124. What steps are suggested by Herrick and Tyler towards the development of more adequate curriculum theory?

(2) Using the resources listed, write a summary paragraph of the learning theory as used in curriculum development presented by Dewey, Roger, Bruner, Havighurst, Maslow, Mager, Block. Explain the effect of the theory on vocational education.

(3) Read Pinar, Curriculum Theorizing, 1975; who does he say will become leaders in curriculum educational theories during the coming decade? Why? Are these new "theory" approaches likely to influence vocational education? Explain.

(4) Interview the chairperson or teacher educator in your area and ask which leading educators have had the greatest influence on the structure of their field.

(5) Analyze the courses offered in your area at a secondary school or community college according to design, procedure, and content. List examples of some evidence of influence of a particular curriculum theory.

(6) Compare your analysis of the structure of curriculum in your field with that made by two classmates, if available, working in subject areas other than yours. Summarize in writing the similarities and differences.

Suggested Resources

Beauchamp, George A. Curriculum Theory. (2nd ed.). Wilmette, Illinois: The Kagg Press, 1968.

Dewey, J. Experience and Education. New York: Macmillan, 1938.

Harmen, Merrill; Howard Kirschenbaum; and Sidney Simon. Clarifying Values Through Subject Matter. Minneapolis: Winston Press, 1973.

Lyons, Harold C., Jr. Learning to Feel - Feeling to Learn. Columbus, Ohio: Charles E. Merrill, 1971.

Macdonald, James B.; Dan W. Andersen; and Frank B. May. Strategies of Curriculum Development. Columbus, Ohio: Charles E. Merrill, 1965.

Keller, Charles R. "Humanizing Education," Humanizing the School. National Association of Secondary School Principals. Bulletin No. 361, 17-24. (February) 1972.

Pinar, William. Curriculum Theorizing. Berkeley, California: McCutchan Publishing Corporation, 1975.

Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace, and World, 1962.

Tanner, D., and L. Tanner. Curriculum Development Theory into Practice. New York: Macmillan, 1975.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

Upon successful completion of assigned activities, proceed to Lesson 2.

THEORIES IN CURRICULUM DEVELOPMENT

Lesson Two: Forces Influencing Development of Vocational Education Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will be able to identify and illustrate the social, economic, and political forces which influence vocational education curriculum development.

Overview

The school curriculum has had many forces exerted upon its development. First the home, school, and community were the determinates. The major forces which emerge as influences today are technology, the mobility and wealth of Americans, and increasing national and state concerns for equal opportunity and minimal levels of competence.

The inclusion of vocational education in the public school curriculum and changes in total curriculum can be traced in the history of education in the United States.

Suggested Activities

(1) Read Tanner and Tanner, Curriculum Development, Chapter 3. Discuss with the instructor or peer group the various influences on the school curriculum according to Tanner and Tanner. What socio-political-legislation forces are influencing the school curriculum today? What changes do you see as desirable in the schools today? State your conclusions in writing.

(2) List in chronclogical order the specific forces which influenced the development of vocational education curriculum from 1880 to 1950 and the changes made in curriculum as a result of these forces. Select those forces still operating today and describe their effect upon vocational education curriculum.

(3) Using the November, 1976, issue of American Vocational Journal as a resource, write a short paper describing the forces which helped to shape vocational education curriculum from 1950 to 1970. Include political, economic, social forces, special interest groups, as well as educational philosophy. What forces do you think should influence the development of vocational education curriculum?

Suggested Resources

American Vocational Journal. LI, No. 8. November, 1976.

Barlow, Melvin L. History of Industrial Education in the United States. Peoria, Illinois: Charles A. Bennett Co., 1967.

Davis, O. L. (ed.). Perspectives on Curriculum Development 1776-1976. Washington, D. C.: Association for Supervision and Curriculum Development, 1976.

Firth, Gerald R., Richard D. Kimpston. The Curricular Continuum in Perspective. Ithasca, Illinois: F. E. Peacock Publishers, 1973.

Tanner, D., and L. Tanner. Curriculum Development Theory into Practice. New York: Macmillan, 1975.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

THEORIES IN CURRICULUM DEVELOPMENT

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	The pre/posttest is designed to assess your knowledge of theories in curriculum development. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Give examples of five forces that influence curriculum development today.

   a.

   b.

   c.

   d.

   e.

2. In analyzing the curriculum structure in your field of study, what factors must be considered?

3. State the educational theory of the following which has influenced curriculum development: Dewey, Havinghurst, Rogers, Maslow.

Pre/posttest (continued)

4. Describe the conditions of the following era which had great influence on the curriculum:

   a. Modified classical era

   b. Industrial and cultural era

   c. General diversified era

   d. National project era

   e. Humanistic era

THEORIES IN CURRICULUM DEVELOPMENT

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) Answer to include the following forces:

a. Cultural pattern
b. Family life style
c. Mobility
d. Technology
e. Scientific advancement
f. Legislation
g. Political interest
h. Socio-economic status, etc.

2. (L1) Curriculum structure to include:

a. Design: goals and objectives; organization and sequence
b. Procedures: experiences; implementation and evaluation
c. Content: resources

3. (L1) Answer will include the following concepts:

Dewey in Experience and Education, 1938, recommended that a vocational education curriculum be developed which held the democratic ideal of developing social power and insight for youth. He warned of the danger of making the school an adjunct to manufacture and commerce.

Havinghurst's contribution to curriculum development was the defining of developmental tasks. The classification of cognitive, affective, and pyschomotor domains for the purpose of evaluating learning outcomes by Bloom, Krathwohl, Masia, and Harrow are used in vocational education curriculum development.

The humanistic trend became more obvious with the work of Edward T. Hall in The Hidden Dimension, 1966, which describes the nonverbal communications and their implications and indications in teaching children. Arthur Combs is also concerned with the individual's way of perception of previous experiences, attitudes, dispositions, and values of the individual. Individual Behavior: A Perceptual Approach to Behavior: A Perceptual Approach to Behavior 1959 and Perceiving, Behaving, Becoming: A New Focus for Education, both published by the Association for Supervision and Curriculum Development.

Pre/posttest Answer Key (continued)

Carl Rogers emphasizes creating an educational environment that will enhance the quality of experience.

Many other educators indicated the need for social or humanistic relevance of the curriculum.

4. (L2) Education in the Modified Classical Era, 1800-1880, was influenced by the need for education to keep pace with the rapid industrial and population growth. Course additions at the secondary level included arithmetic, geography, history, English grammar, declamation geometry, U. S. History, bookkeeping, French, German, music, and art.

Industrial-Cultural Era, 1880-1920, was influenced by several forces including the expansion and sophistication of agriculture and industry, the meetings and reports of a number of national committees and commissions pertaining to the purposes of the secondary school, and a marked increase in state compulsory attendance laws. Organizational structures of schools were changing, with increased specialization of secondary school teachers.

Curriculum development during the General Diversified Era, 1920-1950, was influenced by the depression and World War II, the work and writings of Dewey and the growth of psychology as a discipline. Thenology's influence was shown by the materials available for curriculum development.

Curriculum development during the National Project Era, 1950-1970, was shaped by forces within the human environment including political, economic, and social forces, special interest groups, and by the educational philosophy of educational institutes.

Curriculum development during the Humanistic Era, the 1970's, is closely related to the fifth division. More money is being allocated to technological devices such as audio, visual, and computerized aids. Evaluation of staff, students, programs, and educational changes are continuous, resulting in many new courses for students.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education